

## LAURENS ELEMENTARY

301 Henry Street  
Laurens, SC 29360

**GRADES** K-5 Elementary School

**ENROLLMENT** 603 Students

**PRINCIPAL** Mary Ann Crouch 864-984-3067

**SUPERINTENDENT** Edgar C. Taylor 864-984-3568

**BOARD CHAIR** Leni N. Patterson 864-682-2633

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	52	41	0	0

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

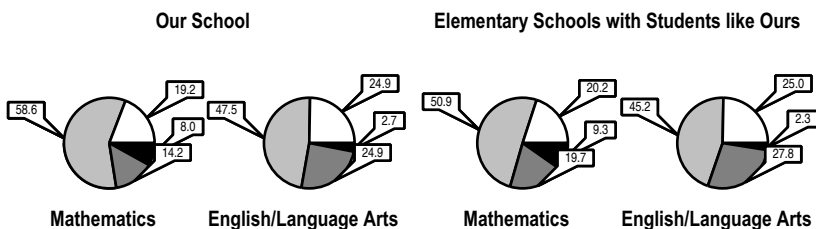
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




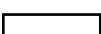
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Excellent	N/A
2002	Average	Good	N/A
2003	Good	Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	50	71	42
Percent satisfied with learning environment	93.9%	92.9%	95.1%
Percent satisfied with social and physical environment	98.0%	92.9%	85.0%
Percent satisfied with home-school relations	81.6%	95.7%	85.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	278	98.2	24.9	47.5	24.9	2.7	27.6	17.6
Gender								
Male	113	97.3	29.1	48.5	21.4	1.0	22.3	17.6
Female	165	98.8	22.1	46.8	27.3	3.9	31.2	17.6
Racial/Ethnic Group								
White	141	100.0	14.0	46.3	34.6	5.1	39.7	17.6
African-American	131	96.2	37.4	48.7	13.9	N/A	13.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	231	99.1	20.3	49.3	27.2	3.2	30.4	17.6
Disabled	47	93.6	50.0	37.5	12.5	N/A	12.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	278	98.2	24.9	47.5	24.9	2.7	27.6	17.6
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	271	98.2	24.8	47.2	25.2	2.8	28.0	17.6
Socio-Economic Status								
Subsidized meals	146	97.9	36.6	50.0	13.4	N/A	13.4	17.6
Full-pay meals	132	98.5	12.2	44.7	37.4	5.7	43.1	17.6

Mathematics								
All students	278	100.0	19.2	58.6	14.2	8.0	22.2	15.5
Gender								
Male	113	100.0	20.0	55.2	15.2	9.5	24.8	15.5
Female	165	100.0	18.6	60.9	13.5	7.1	20.5	15.5
Racial/Ethnic Group								
White	141	100.0	10.3	56.6	20.6	12.5	33.1	15.5
African-American	131	100.0	29.4	59.7	7.6	3.4	10.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	231	100.0	14.2	61.6	14.6	9.6	24.2	15.5
Disabled	47	100.0	45.2	42.9	11.9	N/A	11.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	278	100.0	19.2	58.6	14.2	8.0	22.2	15.5
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	271	100.0	19.3	57.9	14.6	8.3	22.8	15.5
Socio-Economic Status								
Subsidized meals	146	100.0	28.5	64.2	5.1	2.2	7.3	15.5
Full-pay meals	132	100.0	8.9	52.4	24.2	14.5	38.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	90	N/A	23.3	50.0	25.6	1.1	26.7
	Grade 4	82	N/A	23.8	48.8	25.0	2.5	27.5
	Grade 5	85	N/A	27.4	54.8	17.9	N/A	17.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	100	98.0	14.9	42.6	37.2	5.3	42.6
	Grade 4	101	98.0	28.6	47.3	23.1	1.1	24.2
	Grade 5	77	98.7	33.3	54.2	11.1	1.4	12.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	90	N/A	56.7	36.7	5.6	1.1	6.7
	Grade 4	82	N/A	26.3	41.3	21.3	11.3	32.5
	Grade 5	85	N/A	10.7	69.0	13.1	7.1	20.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	100	100.0	22.1	50.5	16.8	10.5	27.4
	Grade 4	101	100.0	18.3	66.7	9.7	5.4	15.1
	Grade 5	77	100.0	16.4	58.9	16.4	8.2	24.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 603)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	7.9%	Down from 9.7%	2.6%	2.4%
Attendance rate	95.7%	Up from 95.5%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	7.3%	Up from 3.6%	12.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.1%	Up from 7.1%	8.2%	8.0%
Older than usual for grade	1.5%	No change	1.0%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	43.5%	Down from 44.7%	45.7%	50.0%
Continuing contract teachers	82.6%	Down from 87.2%	86.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	71.4%	Up from 70.8%	87.6%	86.2%
Teacher attendance rate	95.3%	Down from 96.0%	95.2%	95.3%
Average teacher salary	\$38,282	Down 2.1%	\$39,473	\$39,909
Prof. development days/teacher	18.6 days	Up from 17.0 days	11.3 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio	17.7 to 1	Down from 18.9 to 1	18.7 to 1	18.9 to 1
Prime instructional time	90.4%	Down from 90.6%	89.3%	89.7%
Dollars spent per pupil*	\$5,320	Up 22.2%	\$5,668	\$5,892
Percent spent on teacher salaries*	65.9%	Down from 70.6%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Our school motto is "Where All Students Are All Stars." This bold statement exemplifies the strong feeling of pride held by our school family. Laurens Elementary School strives to provide the very best educational opportunities for all students.

We concentrate our efforts to increase staff development opportunities. We are strengthening our curriculum strategies with a new math curriculum guide, benchmark assessments for all core subjects, Thinking Maps, Write From The Beginning, Problem Solving, Standards In Practice, and a Balanced Literacy Program to better address district and state standards. Through these programs we expect to eliminate gaps and repetitions in instruction, thereby improving connections between grade levels and subject areas. Our faculty participated in substantially more professional conferences, workshops, and graduate courses this year.

Based on an assessment of individual performance, students are scheduled for reading by text level. Our balanced literacy and writing programs continue to be powerful motivators for teachers and the tools children need to make performance gains. Large blocks of time are arranged for language arts and math to offer uninterrupted teaching time. Forty minutes of each day are designated as Academy Time to focus on additional remediation or enrichment in the critical areas of language arts and math. Reduced class size enables students to have more individualized instruction.

In addition to academics, our students learn the meaning of "giving back" to the community through service learning projects (i.e. Jump Rope for Heart, March of Dimes, Habitat for Humanities) and through the adoption of and recognition for local service organizations (i.e. Police Department, Fire Department, EMS). Our weekly character education focus reminds students of the traits of good citizenship and instills a greater emphasis on personal and social responsibility. Our parenting and family literacy library and resources are also expanded. Families are encouraged to be an integral part of their children's education through family learning nights in which math, science, reading, and writing skills are developed.

We are privileged to offer parents a choice of traditional and Montessori instruction for their children. In association with Lander University, we continue to serve as a Professional Development School and an approved Montessori training site where we host classes and welcome many visitors from our state and beyond.

Laurens Elementary School strives to prepare all students to become lifelong learners and responsible citizens by providing quality educational experiences through the cooperative efforts of home, school, and community. It is our mission to continue to encourage, motivate, and challenge each student to prepare to meet the future with optimism and confidence.

Mary Ann Crouch, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.